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# THE Journal of Home Economics

**For those interested in Homemaking, Institution Management, and Educational Work in Home Economics**

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CATHERINE J. MAC KAY

THE
Journal of Home Economics

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# VISUALIZING YOUR FINANCIAL TREND

JOHN BOYNTON KAISER

*Public Library, Tacoma, Washington*

The "movie" is our most universal application of the theory of visual instruction. This theory, developed primarily as a scientific method of formal education, has had many practical applications outside the classroom; and nowhere has it been applied of late more successfully than in the world of big business. In their ready use and eager scanning of charts, diagrams, and graphs based on the facts of business and designed to indicate at a glance the exact trend of business in all its essential parts—costs, production, sales, revenues, etc.—the modern business executive and consulting efficiency engineer are applying to practical purpose the educational theory of visual instruction.

Nor is its effective application limited to big business. To the financial management of the humble household of John Doe and his wife Jane, it is equally applicable. To know at a given moment your exact financial status is important; yet vastly more important is it to know the direction of your financial trend, and the rate of this trend compared to what it was one year or two years, or, better, five years ago.

Our object is the intelligent direction and control of the finances of the household. To exercise this intelligent control we must have, to begin with, a collection of facts relative to the household finances, covering in detail, systematically and in classified form, the income and expenses of the home for a series of months and years. An accounting system that will reveal the desired information would include a record of daily expenditures, preferably classified each day, and certainly a

carefully classified record of total expenditures for the month; also a carefully classified and itemized monthly income record, and a balance sheet listing in full the assets and liabilities and the resulting "net worth" the first day of each month. There are on the market many printed account books of the "economy" and "budget" type easily adaptable to the needs of almost any household.

But while the figures may thus be revealed, one cannot easily grasp their trend and significance when presented in the mass, even though carefully classified and tabulated. For example, let us assume that the account book of John Doe, for the period indicated, presents, among other things, the following set of figures:

TABLE 1

*Tabulation of expenses, 1910–1920*

| | FOOD | RENT | CLOTHING | FUEL | HEALTH | SAVINGS | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1910 | $604 | $360 | $480 | $42 | $25 | $200 | $394 | $2105 |
| 1911 | 595 | 360 | 465 | 41 | 25 | 200 | 400 | 2446 |
| 1912 | 635 | 360 | 475 | 45 | 100 | 160 | 400 | 2175 |
| 1913 | 651 | 360 | 500 | 50 | 30 | 220 | 375 | 2186 |
| 1914 | 667 | 420 | 515 | 48 | 80 | 120 | 1900 | 3750 |
| 1915 | 658 | 420 | 520 | 46 | 150 | 110 | 820 | 2724 |
| 1916 | 738 | 420 | 625 | 58 | 90 | 120 | 870 | 2921 |
| 1917 | 962 | 540 | 880 | 87 | 40 | 120 | 1000 | 3629 |
| 1918 | 1113 | 540 | 945 | 82 | 30 | 40 | 1100 | 3850 |
| 1919 | 1228 | 600 | 1050 | 86 | 20 | 30 | 1200 | 4114 |
| 1920 | 1326 | 600 | 1180 | 119 | 50 | 40 | 1300 | 4615 |

We have here a mass of figures, accurate and informing and valuable. Suppose we select the more important, concerning food, rent, clothing, fuel, health, and savings, and chart them (fig. 1).

What a difference! How the changes from year to year stand out! The cost of living did go up, did it not!

The detailed record of one's income provides, not only valuable information for the individual concerned, but, in these days, is an absolute necessity as a result of the income tax laws. A chart may also be prepared for the income.

This visualization of the trend of expenses and income is both interesting and illuminating, and may lead to many corrective measures. However, there is another set of figures, the visualization of which is vital to a correct understanding of the real trend of one's financial standing, and to the intelligent direction and control over the finances of the household.

These are the figures of the monthly balance sheet. Let us see what they include:

*Form for monthly balance sheet*

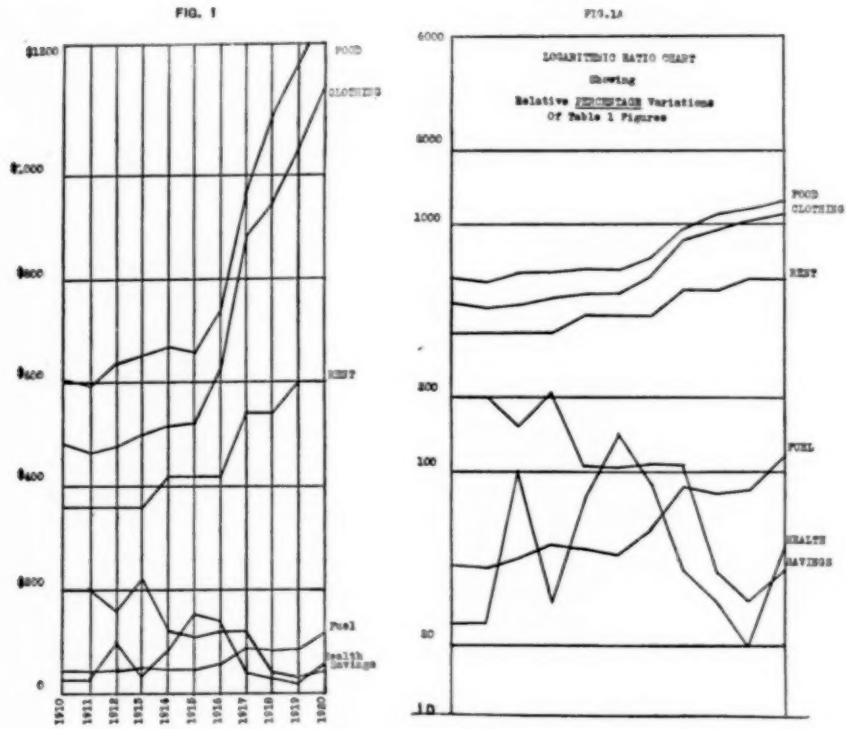
| ASSETS | LIABILITIES |
|---|---|
| 1. Cash: Husband..... | 1. Current bills payable..... |
| 2. Cash: Wife..... | 2. Bank notes:..... |
| 3. Checking Acct: Husband..... | 3. Accrued interest..... |
| 4. Checking Acct: Wife..... | 4. Owed on real estate..... |
| 5. Savings Acct.: Husband..... | 5. Owed on auto..... |
| 6. Savings Acct.: Wife..... | 6. Mortgages..... |
| 7. Bonds and Stocks*..... | 7. Miscellaneous debt..... |
| 8. ———— | Total liabilities..... |
| 9. Life Ins. Pol. (Cash surrender value)..... | NET WORTH |
| 10. Accounts receivable..... | 1. Total assets..... |
| 11. Accrued salary..... | 2. Total liabilities..... |
| 12. Accrued income from investments..... | Net worth..... |
| 13. House furnishings..... | |
| 14. Real estate..... | |
| 15. Auto..... | |
| 16. Other assets..... | |
| Total assets..... | |

* If listed at face value the current market value must be given in a footnote and *vice versa*.

Although difficult to list accurately at a specified money value in a statement of assets, there should appear in connection with it a statement of the total life insurance carried, noting exactly the amounts of death benefits payable to the wife or estate in case of the husband's death from sickness, ordinary accident, or from an accident received while on a common carrier; also information concerning disability benefits under accident policies. In addition should be shown the amount of insurance carried on the home and its furnishings, the auto, and other insurable property. All this information is a factor in determining a man's financial standing and his credit rating at the bank. The graphic chart of the family's total assets, liabilities, and net worth, each month for a series of years, shows conclusively which direction you are traveling, and how far along the road you are.

There is one other important point. Thus far, the charts suggested will have shown the actual, "lump-sum" changes in *amounts* spent, or received, or on hand, on successive dates. The *comparative rates of*

*progress*, that is, the *percentages* of the new total as compared with the old, in two or more series of figures, have not been illustrated. For example, we should know how the rate (or percentage) of variation in income, during a given period, compares with the rate (or percentage) of variation in expenses; and we should know the rate (or percentage) of variation in the assets on successive dates, as compared with the rate (or percentage) of variation in liabilities. This requires what is termed by the mathematicians and statisticians a "ratio chart."




In the charts already discussed the lines are equidistant and the difference between \$10 and \$20 would be indicated by the same lineal distance used in indicating the like numerical difference between \$100 and \$110. Note, however, that the increase from \$10 to \$20, an increase of \$10, is an increase of 100 per cent, while the increase from \$100 to \$110, also an increase of \$10, is an increase of but 10 per cent. Hence a chart showing the *relative increases* in expense *compared to relative*

*increases* in income may become more important than the chart showing merely the changes in absolute or actual amounts. Such a "ratio chart" requires the use of semi-logarithmic paper. Cross-section paper ruled in this fashion is now easily available through the trade, and has been in use by engineers and others for years. One must merely know that, on semi-logarithmic cross-section paper, *equal linear distances represent equal percentage differences*, while on the other paper equal linear distances represent equal arithmetic differences. Therefore when you plot a series of numbers on semi-logarithmic paper your resulting graphs picture the percentage variations, rather than the absolute arithmetic variations between the numbers concerned. Figure 1 A shows on semi-logarithmic paper, with graphs indicating percentage variations from year to year, *the same expenses* which are charted as successive amounts in figure 1. Note the astonishing changes in the lines for fuel, health, and savings. On the ratio chart large percentage variations, even in small totals, loom up.

Your own assets, liabilities, and net worth, charted on this semi-logarithmic cross-section paper to indicate the variation from month to month over a series of years, may prove very revealing! When an increase of indebtedness of $100 represented an increase of 100 per cent has it been offset by an increase of 100 per cent in your income? Probably not. Other factors in your situation may have made it impossible, or unnecessary.

The point should be clear, however, that it is vitally important to know, not only the status of one's finances at a given moment, not merely the direction and amount of their monthly or yearly variation, but likewise the *comparative rate of variation* between income, expense, and net worth.

Just as the application of the theory of visual instruction through the "movies" has made many immensely wealthy, perhaps the application of this same theory of visual instruction to the visualization of your own financial trend will start *you* along the same road.

# THE RED CROSS NUTRITION PROGRAM IN NEW YORK CITY

AMY DRINKWATER STORER
*Director of Nutrition Service, Atlantic Division*

GERTRUDE GATES MUDGE
*Supervisor of Nutrition, New York County Chapter*

The first nutrition class in New York City under the Red Cross was organized in February, 1920, by the Bronx County Chapter, in response to the need of a group of children from soldiers' families. Six months later the Morris Avenue Health Center was opened and the nutrition classes became a part of its health activities. Recently a second center has been opened in the same community.

Almost simultaneously with the beginnings of the work in the Bronx, Brooklyn opened a nutrition center in the Red Hook district where several agencies with whom the Red Cross has coöperated closely were already carrying on other health activities.

As a result of its nutritional survey reported in the leaflet "Watch New York's Children Grow," the New York County Chapter was convinced of the desirability of organizing child health stations. Two have been operating in settlements for almost a year, one at Greenwich House, the other at Christodora House. In addition to the nutrition program conducted at these stations, the chapter finances two nutrition workers, who, in coöperation with the Nutrition Department of Teachers College, have a part in the health program in one of the public schools.

The fact that malnutrition is a many-sided problem is recognized in organizing the work at the various centers. The personnel of the child health stations includes a pediatrist, an oral hygienist, and the two nutrition workers. Arrangements are made for dental attention and the correction of physical defects. Frequent conferences correlate the work.

Recognizing that the public school is logically responsible for the health of the child, the workers seek coöperation with the principals of schools located near the centers. In general this is welcomed by them as well as by the teachers. Whole grades are weighed, measured, and checked by the nutrition workers, and tentative classes are formed. A thorough physical examination of each child is made by the physician. Conditions are recorded and remedial recommendations given. The physician's connection with the nutrition class is continuous. At the Brooklyn and Bronx centers his services are available whenever

needed. At the child health stations of New York County Chapter, as a member of the staff, he makes regular weekly visits and holds himself responsible for the physical condition of the children. Preceding the organization of the class the interest of the mother is solicited. This necessitates a home visit, often several before the confidence of the father and mother is gained. Home conditions are studied to enable the worker to understand the difficulties which surround the child. The mother is urged to attend the nutrition class, especially when the physical examination is given.

The aim of the nutrition class is not only to bring the child up to normal weight, and to help him to make health habits automatic, but at the same time to reach the mother, thus influencing the entire family group. The class meets weekly after school hours at the center, or in the school room during the day as a part of the regular curriculum. The children weigh themselves or are weighed by the nutrition worker, and their weight changes are charted. With its wavering line struggling to reach the straight, red, normal line, the chart is a means of interesting the mother and convincing her that she needs to help in this race for health. Each week a record is given to the child in the form of a tag. This shows what he weighs, what the gain or loss has been since the last meeting, and what the normal weight should be. On the other side of the tag are directions for the preparation of some food especially desirable for children. Many times home visits have revealed a row of such tags proudly adorning the walls, showing that this is a vital interest of the home.

At each meeting there is a definite period of instruction—ten to twenty minutes or half an hour. Because the children are tired from their day in school, the lesson must be comparatively short. The presentation of the subject matter follows the usual teaching methods. The children give the work of the previous meeting, while the new work follows. A strong appeal to the child's imagination must be made. A clever device, worked out in the Brooklyn center, shows an automobile race, each machine moving along the race course at the same rate its owner gains. Stories telling the message and health songs are found helpful. Illustrative material is freely used, especially the picture posters; for the child remembers what he sees much longer than what he hears, as does the mother who comes to visit the class and who, in almost all cases, is of foreign birth and can understand very little English. Toward the end of the period the weights are announced and reasons for gains or losses discussed. "I went to bed too late," or "I

did not miss cereal a single day," explains the situation, and all go home determined to follow the rules of the game more closely in the days to come.

Frequently, the lesson is carried home by means of some interesting game. For instance, at the Red Cross station at Greenwich House, the children love to play "Buying at the Store." Benches or tables are arranged around the room, each one representing a grocery store, a dairy, a vegetable stand, or a fruit stand. The children, representing mothers, are given paper money to buy the food for their families. They wander from one store to another, buying what they think they need—food being represented by brightly colored pictures pasted on heavy cardboard or by wax food models. After their supply has been chosen, it is criticized before the class. They must state how many children they have at home and why they bought certain foods. This teaches the children much about the food that is needed, and they improve in their choice each time it is played.

Occasionally, one of the nutrition classes takes the form of a real entertainment. The mothers are invited, and some health play or pantomime is given by the children. The mere planning and rehearsing for the party emphasizes the value of foods represented or habits involved. If refreshments are served they are carefully chosen, not only with the idea of pleasing, but to carry home to the mother some new food thought. These playtimes are well worth while as they bring the mothers into closer touch with the work.

The length of time it is wise to continue the weekly meetings has been difficult to determine. At first, the course, which is divided between general hygiene and food habits, seemed to require six months; but later many factors pointed to the four months' course as preferable. The child is then transferred to a monthly class.

Mothers are encouraged to attend the nutrition classes regularly, in order that they may follow the work given the children and be in sympathy with the health game. As soon as they are sufficiently interested they are given lessons in food selection. The ever present problem is to create in the mothers a desire to come to the centers regularly. The response is often unsatisfactory. This may be due to the racial factor, the Jewish mothers, for example, being more frequent visitors than the Italian. Home cares—two or three children too small to be left at home—make it hard for mothers to come to the class. There is also an increasing number of mothers who work during the day. Undoubtedly much depends upon the accessibility of the center and the atmosphere

of hospitality maintained there. Most nutrition workers agree, however, that the real difficulty lies in the natural reluctance of the mother to visit an unaccustomed place, and the unwillingness of the father to have her meet outside influences. At the present time much of the follow-up work is done in the homes; here the mother welcomes the worker as her friend and advisor. She will discuss freely her own particular problems and listen attentively as the worker goes over the reasons why Johnnie has not gained.

Within the last few months the work of the centers has been extended to reach the child of pre-school age. These groups are often made up of the smaller brothers and sisters of the children in the nutrition classes. Some of the toddlers have been passed over from the baby health stations, near the centers, to the pre-school group. Weekly clinics are arranged, but the irregularity of the mothers' attendance presents the same problem as does the nutrition class. In the pre-school group, attention is given both to normal and undernourished children, with emphasis on the latter. The prevention of malnutrition through education in health habits is comparatively easy at this time. Normal children may not be asked to come more often than once a month; others need constant supervision until they have acquired proper health habits.

Graduation parties are not infrequent. The question naturally arises, "When is a child ready to graduate?" The following explanation was given at a recent graduation: "When the physical defects are, as far as possible, corrected; when the child reaches normal weight; when health habits have become automatic, when the mother is interested in the health of her family to the extent that she is doing her utmost to maintain a healthful home." Here is the story of a graduation party taken from a report from one of the centers: "The members of the Tuesday class were highly elated because Anna Carado was to graduate. As in a real school graduation, Anna came forward to receive her diploma, which was presented by the Director of the Health Service. This gave it added importance and all were jealous of Anna's good fortune. But they were all reminded, in the talk which followed, that the same pleasure might come to every one, and it rested with each as to how soon this would be. After the short talks, Anna was presented with a yellow balloon bearing the letters, 'Good Health.' Her classmates gathered around her and sang:

'Anna Carado keep it up
Anna you're a dandy
Don't forget the milk and fruit
And leave alone the candy.

Anna Carado keep it up
Anna you're a dandy
Open your windows while you sleep
And leave alone the candy.'"

When a child graduates, however, his connection with the center is not lost. He comes back every month to be weighed, this stimulates him and his family to continue the habits already established.

At the Bronx centers, nurses and nutrition workers are working out a health program in a clearly defined section. The children in the nutrition classes are casually met in field work or are selected from homes which the nurses have visited. The nutrition worker is responsible for the mothers of these children, and each week gives a large proportion of her time to visiting the homes, referred to her by the nurses, in which there is illness or a convalescent patient. The mother at such a time is particularly responsive, and, while teaching her to prepare foods for the son who is recovering from pneumonia, the nutrition worker drives home the fact that a similar diet will promote the health of all the children. In a single morning an Italian mother was taught to cook oatmeal, poach an egg, and make a custard and a cream of potato soup. Food demonstrations in the homes are a strong feature of the work. The mother whose kitchen is used for the demonstration has the privilege of inviting her friends and neighbors. One such demonstration was attended by a group of six or seven mothers, all living on one floor, whose children and grandchildren numbered fifty-two. Organized classes in food selection are also held. The girls who have been graduated from the nutrition classes are held by means of the homemaking class which meets weekly, following the home project method. At the diagnostic clinics, held at the centers, the nutrition worker gives advice to expectant mothers and to those who bring their babies for examination.

A special activity of the New York County Chapter is the Teaching Center. Here, in a well equipped kitchen, courses in food selection are given to all women desiring the work. One evening a week a group of social workers are availing themselves of this opportunity to secure elementary knowledge of an adequate diet and the principles of budget making. The following afternoon a class of Italian women have their lesson. This service is not confined to the Teaching Center, as many courses are given at the settlement houses or industrial plants of the city. A recent development is work with diabetic patients who are referred to the Teaching Center by physicians from a number of hospitals. The work is sponsored by a committee of the leading diabetic specialists. It consists of translating the patient's tolerance into terms of food in keeping with his means, facilities for preparation, racial peculiarities, and general living conditions. The diet is changed from time to time

as the patient improves. Not only is the diet planned in detail, but the preparation of dishes with which the patient is unfamiliar is taught. In addition, diabetic foods such as bran breads are sold at cost to those who are so situated as to be unable to prepare them in the home.

The Red Cross Nutrition Service wishes to further and supplement the nutrition work of other agencies, pending the time when the proper authorities will be able to assume responsibility for the health of all children.

## REPORT OF THE COMMITTEE ON HOME INTERIORS[1]

SUBMITTED BY FLORENCE E. WINCHELL, CHAIRMAN

Those who attended the meetings of the Textile Section of the American Home Economics Association at Blue Ridge, N. C., may recall an effort to discover the facts concerning the kind of home interiors shown in "the movies." A committee, appointed for the purpose, distributed printed blanks, to be used by individuals from all parts of the country in reporting the kind of interiors shown on the screens in their towns. The small number of reports returned made it impossible to draw conclusions.

Martha Cutler, Editor of the Interior Decoration Department, Butterick Publishing Company, formerly associated with both *Harper's Bazar* and *The Designer*, was interviewed and became interested in the problem. She has kept it constantly in mind in seeing moving pictures and has submitted the following report. The committee presents this as a report of progress, but with the hope that the readers of the JOURNAL may be able to reach the ears of dramatic critics and so assist in the work. Information concerning contacts so established will be appreciated.

The interiors shown in the best class of moving pictures have improved one hundred per cent in three years. The artist and interior decorator have arrived in a world where they should have reigned supreme from the beginning. We doubt whether the moving picture producer would have appreciated his need for their assistance if a very active movement had not brought them into a conspicuous position on the legitimate stage at about the same time.

It was always infinitely worse to presume to make pictures without art and beauty than to produce plays in the theater without those qualities. The stage had the spoken word to make good its claim for existence; a picture that is not beautiful, and pretends to be, has no excuse for its creation. There are sordid pictures, but they are very few; most pictures can show some beauty if the producer recognizes its importance and knows what real beauty

[1] Report of the Committee appointed in June, 1919, to see what might be done to improve the character of the home interiors shown in moving pictures.

is. He cannot be expected to know how to create it and neither can his directors; hence the appearance of the art director. All the best companies now have them, and recognize the value of their services by flashing their names on the screens.

I wish that some of the critics on the New York newspapers, and those of other large cities, could be induced to give credit to these art directors, when credit is due, and to condemn them with equal frankness when they have not done good work. They praise the producer, the director, the photographer and the scenario writer, but the art director's work, which has so much to do with the success or failure of the picture, is seldom mentioned. Cedric Gibbons, Hugo Ballin, Max Parker, Uno Nixon Hopkins and several others have done work recently that deserves high praise.

Instead of forming a larger committee to watch the pictures, I wish that some one could be found who knows at least one of the New York critics. It is perfectly legitimate to suggest to him that he take pains to notice the interior work done by the art directors of the various pictures, and mention their names when something worth while is done. The producers and exhibitors of motion pictures watch eagerly the Monday morning criticisms in the New York, Chicago, and Boston papers and base their actions upon them. If they discover that these critics praise the work of the art directors they will appreciate its importance. Those who have no art directors will hasten to engage them.

At present, in our best pictures, we are having some wonderfully beautiful interiors, almost classic in their simplicity, dignity, and harmony. The furniture is frequently so beautiful that one wonders whether it has been taken from some museum. The grouping is charming, the home atmosphere delightful, and the entire effect the best that is being produced by the decorators who are furnishing artistic homes for the modern American of unlimited means.

It is beauty that costs so much money that some of us wonder that even the largest companies can afford to keep it up. We laugh to ourselves when we see self-supporting artists and stenographers living modestly in rooms that must have cost thousands of dollars, but we excuse the lack of appropriateness, since we realize that the classic simplicity, which stands for so large an expenditure to one who knows, looks truly simple and inexpensive to those who do not know.

A few beautiful and simple cottage interiors have been shown in the pictures recently produced, but almost without exception they have been foreign: Scotch, Italian, Spanish, Dutch, and English. They have been truly charming. The cottages lived in by the American citizens who correspond to the peasant class in those countries are not beautiful.

The homes of the middle class here are sometimes beautiful, but only occasionally. The homes of the cultured middle and higher classes are usually charming. We propagandists want to make the homes of all the middle class charming. We want the motion pictures to help us instead of making our task harder. Very few plots concern themselves with the happy bourgeoisie. The middle class is supposedly not dramatic. Drama deals for the most part with extreme riches as contrasted with extreme poverty. Culture, education, good taste, and intelligence are not picture material. Hence, where is the opportunity for interiors of modest cultured homes?

Happily the owner of a modest home can receive inspiration and suggestions galore from the beautiful and artistic interiors that are now being shown. Similar effects can be obtained with simple and inexpensive furniture built on similar lines. Many people will never know the difference between a Spanish chair and a copy made over on Third Avenue. They can trim and hang their cotton voile curtains like the silk gauze ones in the picture and get an almost equally good effect. The modest artistic cottages of our dreams will unquestionably grow from these millionaire interiors.

MARTHA H. CUTLER,
*Editor, Interior Decoration Department,*
*Butterick Publishing Co.*

## MY FOUR YEARS IN JACKSON COUNTY, MISSOURI, AS HOME DEMONSTRATION AGENT

Why do people think it unusual for a home demonstration agent to stay in one county for four years? Some teachers remain in one university or high school for twenty years and more, and no one comments upon the fact except to mention that "You can't kill some folks."

Why should I like to leave a county like this one? I am 8 miles from a city of three hundred thousand, where I can hear and see the best things that come to the middle west; I am a short 6-hour ride by rail from my own home; I have 500 miles of hard surface road over which to drive my Ford; and, above all, I am beginning to know my people and they to believe in me. I say "beginning to know them," advisedly, because farm women are not likely to permit any intrusion at first sight. Their confidence cannot be won in a day, and they test an agent thoroughly before they take her in. But after that, there is nothing they will not do for her. She belongs to them and no other county can get her, no matter how generous the offers may be. One committee-woman said, at a meeting concerning salary, "We want to keep you because we know you and you understand us, and we cannot waste time getting acquainted with a new agent."

Looking back to November 1, 1917, the time seems very short since war breads and conservation of all sorts started the work here. And yet it seems ages since we talked "Save for Our Boys," with lumps in our throats and moisture in our eyes. How we tried to get Over There in hospital work, but were prevented because our own men were already there, and Uncle Sam could not have the morale of his army disturbed by over-anxious sisters running about Europe in search of flying brothers! So the new work came to us here. And though the blood of ten generations of pioneers and fighting men rebelled at riding in a rattle-trap Ford over 8 Missouri counties, talking just "Food," it had to be done as a portion of the Big Piece.

Later, when the pressing need for conservation had passed, there came the preparation for the return of the boys; getting an extra room built on to the old farm house, redecorating inside and out; buying new furniture; installing water and heat and light, because our boys must surely understand how earnestly we hoped they would be content again with us. The home demonstration agent was called upon for plans and specifications and ideas and demonstrations. Then Mother and the girls had to have new clothes, bought with poultry money. But clothing was high, and eggs were not plentiful enough to supply the money; so the agent helped make over and renovate and dye old clothing; and she showed how to make the hens lay more eggs, by careful culling, feeding, and housing.

Then the Spanish influenza crept upon us and the agent nursed the sick, planned diets, taught prevention, prepared food, washed baby clothes for sick

mothers, carried hot soup from house to house, and gave instruction in simple methods of first aid. Through these ministrations she endeared herself to scores of people who may have doubted before.

After that, corrective measures for school children were undertaken through examinations carried on in the school house. For the first time the public health nurse and the demonstration agent, with simple equipment for examination met at the school houses. Hot lunches were established; communities became more friendly through growing to know one another; neighborliness was developed, and the teacher found some tangible support for her work.

Upon the advent of true citizenship for women, a new idea developed in the county, and women were elected to the school boards, bringing a surprising change in the appearance of the school house within and without, and a decided improvement in the sanitary conditions of the grounds. The Agent must be consulted in every new venture, for she had behind her not only the State College and the United States Department of Agriculture, with the Smith-Lever Act, but she had the county, state, and national organized strength of the Farm Bureau.

Practically every phase of rural life, during the past four years, has felt the influence of the home demonstration agent. Some of our universities throughout the country, recognizing the value of this work, are offering special training for this vital branch of home economics. It is to be hoped that the number offering such courses will increase. Of what use are the findings of experiment stations, and the teachings of high schools, colleges, and universities unless women in their homes are going to practice newer methods? And how are they to use them unless they know about them? And who shall tell them?

What a field there is for the extension worker! and what a rich recompense! There is no calling, with the possible exception of motherhood and nursing, that brings such keen satisfaction to a woman as that of the home demonstration agent. She is not bound by bells, hours, and four walls; she has no discipline to enforce; she is dealing with adult minds of active, inquiring women of experience; she has the whole countryside for her class room; she enjoys a freedom from sham and pretense that a class room instructor cannot know; her salary is far above that of the average teacher; she is a friend, a neighbor, an adviser, a playmate. She is "A little bit of heaven come down to earth in a Tin Lizzie."

FLORENCE CARVIN.

# THE MERRILL-PALMER SCHOOL

EDNA N. WHITE

*Director*

The will of Mrs. Lizzie Merrill Palmer, providing for the establishment of the Merrill-Palmer School, was signed May 17, 1916. The ninth paragraph of the will is as follows:

I hold profoundly the conviction that the welfare of any community is divinely, and hence inseparably, dependent upon the quality of its motherhood and the spirit and character of its homes; and, moved by this conviction, I hereby give, devise, and bequeath all the rest, residue, and remainder of my estate, of whatsoever kind and character, and wheresoever situated, for the founding, endowment, and maintenance, in the City of Detroit, or in the Township of Greenfield, County of Wayne, State of Michigan, of a school to be known as the Merrill-Palmer Motherhood and Home Training School, at which, upon such plan and system, and under such rules and regulations as shall, in the judgment and wisdom upon whom the administration shall devolve, be adopted, girls and young women of the age of ten (10) years or more shall be educated, trained, developed, and disciplined with special reference to fitting them mentally, morally, physically, and religiously for the discharge of the functions and service of wifehood and motherhood, and the management, supervision, direction, and inspiration of homes.

Mrs. Palmer died July 28, 1916, and the will was admitted to probate June 26, 1918. The Court ordered that as soon as possible after the will had been admitted to probate the executors convey all the property, both real and personal, coming into their hands and belonging to the trust created by Mrs. Palmer's will, to the corporation to be thereafter formed and named the Merrill-Palmer Motherhood and Home Training School. Subsequently and on October 20, 1918, the corporation was organized with five trustees.

As a result of the settlement and distribution of funds the corporation came into possession of property appraised at $3,000,000. This property was diversified in character, the income being low and the taxes on real estate high. It therefore became the plan to sell the real estate as judiciously as possible and reinvest in securities exempt from taxation and suitable for trust funds. The trustees felt that the organization of the school as an educational matter required special assistance and coöperation from women, and they soon associated with them six women as members of the corporation.

The women members directed their efforts during the first year toward securing a director to take active charge of the real organization. Edna N. White, then in charge of home economics work at The Ohio State University, was selected.

The present quarters occupied by the school consist of two private offices, one very large room, ample for the accommodation of desks for the staff and for class room space, and a small kitchenette, immediately adjoining, equipped for class use. A considerable library is being accumulated, and the large room is in frequent demand for conference purposes as well as classes.

The staff consists of the director, the secretary, Mabel R. Rodgers, and two specialists—Ellen Miller, in charge of the development of economics and special phases of homemaking courses, and Lila Skinner, in charge of nutrition.

*Policies:* In the report of 1919, made by the trustees to the circuit court, in chancery, the policy of the Board was outlined as follows: "It is the policy of the trustees to preserve the endowment intact and conserve the resources; to use the income for teachers rather than buildings, during the formative stages at least. It has been deemed very important to delay the investment of any portion of the endowment, or the income therefrom, in buildings until study and experience have shown the lines to be followed and the exact requirements in the way of buildings." Study and investigation have shown the wisdom of this policy and the desirability of its continuance. It has further been agreed that the wisest and most helpful expenditure of funds, from the standpoint of the community, would be in fields where public moneys could not be applied.

In order to establish the place and usefulness of this institution in the field of homemaking education the work of existing agencies has been promoted and supplemented. Thus by developing the types of work already begun in the community, the group and fields most neglected have been determined. The net result of these policies has been the development of experimental work in cooperation with public and private schools and with social service agencies, such as public health nurses, foreign case workers, and vocational groups.

TYPES OF EXPERIMENTAL WORK IN PROGRESS

*Unit course in homemaking:* This course has been planned to meet a situation common to both public and private schools where the time is too limited to teach techniques or skills and where the need of the girl is to develop view-point and judgment. As far as possible the teaching is based on concrete material and this course has been given to a group of "continuation" classes in the public schools.

The group of girls who have been returned to our schools by the operation of the so-called Continuation School Act constitutes one of the most difficult problems in the public school field. They are a group between 14 and 18 who have gone into industry, in most cases with little opportunity for home training. In cooperation with the teachers in charge of these girls an experimental study is being made by the Merrill-Palmer School as to the type of course best fitted to give them some viewpoint regarding home and family responsibilities, and some knowledge of the economic and social background of the home. The aim of such a course is to develop standards and judgment, for the large proportion of the group marry early and take on family responsibilities without understanding the importance of adequate training for homemaking.

This piece of work is under the direction of Miss Miller. The course as planned is given to each girl in the school, the classes enrolled aggregating 600. Next year the new law will bring in a much larger number, and by that time it is expected that a well defined method will have been developed and will be in operation. While this course has been developed with the group of "continuation" girls, it will be adaptable to other groups in other types of schools where the need is for a general course in homemaking, rather than for a highly specialized course.

*Extension nutrition teaching:* The prevalence of malnutrition among children, with its disastrous physical effects, is alarming. Conservative estimates place the numbers at between 25 and 33 per cent, including rural regions. It is probable that the prevailing high prices of food and the scarcity of certain types have greatly increased the number of children involved, although undernutrition is by no means confined to impoverished classes. The pressing need of better educational methods in this line became apparent, and the public schools seemed to offer the most effective avenue of approach. A survey showed the entire inadequacy of available material for the use of public schools. In addition to this the teaching had been confined largely to a few

specialists and was therefore limited to such groups as were able to secure their services.

It seemed, therefore, necessary to plan methods and material for teaching nutrition through the work given by the regular elementary teacher. The Merrill-Palmer School secured the services of Anna R. Van Meter, formerly a primary teacher, and now specialist in the Nutrition Bureau of the National Red Cross, who prepared a first reader, the beginning of a Nutrition Series. Special outlines in nutrition to be used in connection with physiology are in process of preparation.

*Home problem courses for social workers:* The place and need of training along homemaking lines in the field of social service is beginning to be recognized. In the work of the public health nurses the need for training in child nutrition is imperative. In nurses' training a limited amount of work is given in diet for the sick, but no attention is given to normal nutrition especially as it relates to children. In order to meet this need and to develop courses that will be useful to similar groups, the Merrill-Palmer School organized a class of Red Cross nurses, approximately twenty-five in number.

The Americanization of foreign women seems at present an unsolved problem though its importance is generally recognized. In order to study the possibilities of reaching them through home training, an experimental class with the foreign workers of the International Institute, comprising approximately seven nationalities, has been organized. The first phase of the study has been along nutrition lines.

Both of these studies are under the direction of Miss Skinner.

*Summary.* The first consideration has been the development of methods and courses rather than the formal gathering of groups of students. The preliminary steps have been, first, to determine community needs, and, second, to readjust subject matter and methods of teaching to meet these needs. Since we are unhampered by the limitations of organization and tradition we feel that this is the distinct and special service we can render. What has been accomplished has been due to the cooperation of the educational forces, especially the home economics teachers in Detroit and Highland Park.

The Merrill-Palmer School is most anxious to secure the interest and cooperation of the home economics group in general, and wishes to extend a cordial invitation to visit the school whenever possible.

# FOR THE HOMEMAKER

## LARDS AND LARD SUBSTITUTES IN HOUSEHOLD PASTRY MAKING

### A Progress Report

MINNA C. DENTON, RUTH BAIRD, FANNY WALKER YEATMAN, AND ROSALIE GODFREY

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Superiority as to quality and economy of fat for pastry or cake making or for frying has often been claimed by advertisers of many brands of culinary fats. Some of these claims are substantiated by the preference of pastry makers for this, that, or the other fat which they have been accustomed to use with good results. A notable instance is leaf lard, which sells for a higher price in wholesale markets, and often also in retail markets, than does the steam-rendered and refined lard, or than does a kettle-rendered lard which has been made from the other fats of the hog carcass. In spite of this fact and various traditions, however, the question is sometimes raised among housewives, whether the high grade leaf lard does have that superior quality for pastry making and for cake making, which would justify paying a higher price for it than for the best refined steam lard, or for a kettle-rendered lard which contains other fats than lard, or for certain lard substitutes.

#### DEFINITION OF TERMS USED IN THIS STUDY

1. Leaf lard comes from the internal fatty tissue of the abdomen of the hog, excluding that adherent to the intestines (mesenteric, omental); i.e., it includes the perinephritic and the peritoneal layers of fat. This

[1] We are greatly indebted for information and for helpful criticism to Dr. F. W. Meyst and Mr. R. H. Kerr of the Bureau of Animal Industry, U. S. Department of Agriculture.

tissue is often "kettle-rendered" by the manufacturer, or "tried out" by methods somewhat similar to those used in the household. Being a fatty tissue comparatively free from connective and muscle tissue, it is better suited to this method of rendering than are some of the fats taken from other parts of the hog. Lard may not be labelled "leaf lard" unless it is rendered from the leaf tissue only, unmixed with other fats. Back fat is also considered to be of comparatively choice grade; but a leaf lard which is mixed with back fat must be so labelled, according to federal regulations.

2. Kettle-rendered lard may be made from leaf tissue only, but the greater portion of kettle-rendered lard offered to the retail trade is derived from mixed body fats. The smaller packing establishments are more likely to render their lard in an open kettle, because such equipment is less expensive for them and better suited to their needs. Kettle-rendered lard, if choice, has a color, odor, and flavor which suggest, to some degree, the best home-rendered lard.

3. Steam lard, as its name indicates, is rendered by the use of steam under pressure. It is ordinarily derived from various mixed fatty tissues from the hog carcass. Prime steam lard does not come to the retail market as such, but goes to the refinery; from whence it makes its appearance as refined, steam-rendered lard—the "pure lard" of the trade, in contradistinction to lard compounds and other substitutes. Steam lards may be smooth, or they may be more or less granulated, owing to the formation of crystals of various sizes. It is well known that fats which cool very slowly and gradually often show a decided "grain," owing to the considerable size of crystals which thus have an opportunity to form. Agitation of the mass of cooling fat also is conducive to "graininess." Steam lards frequently do not have the creamy smoothness of a kettle-rendered leaf lard; yet that fact is not ordinarily counted either to their advantage or to their disadvantage, by the average cook.

4. A true lard compound, according to the standards of the U. S. Department of Agriculture, is a fat in which at least 50 per cent of the constituents consist of lard, and in which 50 per cent (or less) consists of some other fat than lard, usually a vegetable fat. There is not a great deal of lard compound on the market; at least, such is our information at the present time. A lard compound may be considered as one of the many kinds of lard substitutes, although the reverse statement would of course be very far from the truth.

5. In addition to the true lard compound just mentioned, there are many kinds of so-called "compound" (i. e., another sort of lard substitute), and some of these have a very extensive sale. Most of them contain no lard whatever, yet they may be able to win favor or even marked preference from some housekeepers; while others assert that they "can always taste" this or that "vegetable lard," or other lard substitute, in the pastry or cake made with it.

*a*. The lard substitute may be from mixed animal and vegetable sources, as is the case with "compound" (*not* lard compound), which usually consists of 15 to 20 per cent beef (or possibly lard) stearin, and 80 to 85 per cent vegetable oil (cotton seed, peanut, or soy-bean oil).

*b*. Lard substitute which is entirely from vegetable sources may consist of 10 to 15 per cent of a vegetable stearin which consists of hydrogenated or hardened vegetable oil, mixed with 85 to 90 per cent of vegetable oil in the fluid state. It seems, however, that such mixtures are less commonly made now than formerly.

*c*. Or, it may consist entirely of a hydrogenated vegetable oil, in which case the hardening is carried to a much less extreme degree than when only a small fraction of the oil is subjected to the hardening process.

*d*. A third possibility is the use of a vegetable oil (cocoanut butter) which is normally solid at room temperatures, provided those temperatures be not too high (temperate climate); or, what is more usual, the use of a vegetable stearin, separated by expressing the softer fats from cocoanut butter.

## COMPARATIVE PRICES OF LARD AND LARD SUBSTITUTES

A brief survey, by no means complete, of a number of the retail markets most largely patronized by householders in certain residential districts in Washington, disclosed the price conditions, October 12 to 15, 1920, shown in table I.

A brief consideration of the detailed table, from which these generalizations were taken, led us to conclude that with the exception of pure leaf lard, the range of prices of different lards (whether kettle-rendered or steam-rendered), and of the numerous lard substitutes, was about the same in all cases, so far as this study is concerned. The chief cause of retail price variation upon any given date appeared to be, not the chemical composition or physical characters of the fat concerned, but the character and management of the market in which it was purchased. In fact, these figures showed in several instances that one and

the same article, enclosed in a labelled and sealed package, might show a variation of ten cents per pound in different markets, often not half a dozen blocks apart.

TABLE I

| *Prices of lard and lard substitutes* | Price per pound *cents* |
|---|---|
| Pure lard from Chicago packing house No. 1, rendered in open kettle from pure leaf lard tissue, sold in 2 pound and 5 pound pails | 35 to 42½ |
| Pure lard from Chicago packing house No. 2, rendered in open kettle from mixed leaf and back fats, sold in 2 pound or 5 pound pails. (Cheapest in 5 pound pail sold at chain store.) | 28 to 42½ |
| Pure lard packed in local establishment, rendered in open kettle from mixed hog fats, sold as 1 pound package wrapped in paper. (Cheapest at manufacturer's booth in city market.) | 28 to 35 |
| Similar to above in materials and process but different brand and factory, sold from large bulk package | 27 |
| Pure lard from Chicago packing house No. 2, rendered by use of steam under pressure from mixed hog fats, and refined; sold in 2 pound pail | 29 |
| Same as above, sold in carton. (Cheapest at chain stores, next cheapest at booths in city market.) | 26 to 35 |
| Similar to above in materials and process, but different brand; rendered in local establishment and sold from large bulk package at manufacturer's booth in city market | 25 |
| Lard substitute from Chicago packing house No. 1, contains no lard; a compound, 20 per cent beef stearin, 80 per cent cottonseed oil; sold from large bulk package | 30 |
| Lard substitute from Cincinnati factory; a vegetable shortening, in which the entire mass (of cottonseed oil) is hydrogenated to a moderate degree; sold in 1 pound or 1½ pound can | 27 to 35 |
| Same as above but sold in 6 pound cans | 25½ |
| Lard substitute from New Orleans factory, a vegetable shortening, in which the entire mass (of cottonseed oil) is hydrogenated to a moderate degree; sold in 1 pound can | 35 to 40 |
| Same as above, sold in 2 pound can (chain store) | 24 |
| Lard substitute from New York factory; a vegetable shortening composed of cocoanut butter stearin. (Price represented as being a substantial reduction; sample apparently still in good condition.) | 22 |

The influence of the size and kind of container was not found to be very great. A cheaper price was sometimes quoted, on a larger package than on a small one, and the character of container (metal, paper, etc.) sometimes made a slight difference in price; but these price differences, when they occurred in the same market and therefore might be considered strictly comparable, usually amounted to less than one cent a pound.

One of the important factors which controls price is the careful discrimination of the customer who knows what he must pay, in other

stores or markets, for the article he wants to buy, and who accordingly refuses to pay a higher price. In those markets where the majority of the customers are not greatly interested in saving a few cents on each purchase, it is easy for the retailer to advance prices, even for standard articles in labelled, standardized containers.

## EXPERIMENTAL WORK

*Series A and B.* Inasmuch as the claim had been urged on the part of certain manufacturers that certain lards (or lard compounds or substitutes, in some cases) would "go farther" in baking than would other lards, so that "three parts of this shortening may be used in place of four parts of ordinary shortening," a rather severe test was planned. A formula (A) was chosen which makes a pastry which is quite low in fat; then another formula (B) was evolved from this, in which the amount of fat was 25 per cent lower than before. Where the amounts of fat used are very low, any decided superiority in shortening effect of one fat over another should be more quickly apparent than when a rich or moderately rich pastry serves as a basis for comparative tests. It may be added that, with proper manipulation, this very plain paste designated as "Formula A" yields a tender flaky pastry, and one which is well worth while, especially when freshly made.

Inasmuch as the physical condition of any given fat sample may have a great deal to do with its successful use in baking, there were also under investigation, in this same test, the claims of the manufacturers of grainy lards and of grainy "compounds" (or lard substitutes) for the superior shortening effect of their products.

Six different fats were used, viz.: leaf lard, 100 per cent (kettle rendered); refined prime steam lard (mixed hog fats); open kettle-rendered lard (mixed hog fats); a "grainy" lard substitute composed of cottonseed oil and oleo-stearin; a cotton seed oil, 100 per cent of which was hydrogenated (but only to a very moderate degree); and a similar cottonseed oil product from a different factory, whose product differs greatly from the first in its physical characteristics. Samples were secured directly from the plant, in case of the first four fats of the series. The hydrogenated cotton seed oil products were purchased from Washington city markets.

The pastry was made by the following formulae: Formula A—1 cup or 112 grams of flour, 3 tablespoons or 42 grams of fat (37 per cent of the weight of the flour), 2 tablespoons or 30 grams of water (26.5 per cent

of the weight of the flour). Formula B—identical with A except that 2 tablespoons or 31 grams of fat were used (27 per cent of the weight of the flour).

Each fat was used twice, once according to Formula A and once according to Formula B. This gave twelve different lots of pastry.

In order to be sure that the manipulation used was exactly the same in every case, the number of motions made in mixing fat and flour together with the knife was always counted and kept at a specified number. The same thing was true of the number of motions made in mixing water with flour and fat; and with those used in blending and also in rolling the dough. Furthermore, pains were taken to see that the fats and other ingredients were always at a given temperature (15°C.) when the mixing was begun.

The dough was rolled to uniform thickness, without further addition of flour, or with the addition to the board of a specified amount; and cut into squares of specified size. It was baked always in a certain oven for a specified time at a specified temperature range and to a given shade of yellow or brown.

The resulting pastries, when cold, were then judged by a number of persons, five of whom were required to grade the twelve pastries by setting each down in order of preference. In no case did any of the judges know the history of any of the pastries, nor the opinions of any other judge concerning them.

All judges agreed that the pastries of any given series were very much alike, and that it was difficult to make distinctions among those of the same series. Evidently the differences, though slight, were unmistakable, since there was fairly good agreement among the verdicts rendered. The results, as averaged from these five reports, in case of two separate tests made as above described, were as follows: First choice in each series, a certain "grainy" lard substitute. Second choice in each series, a certain cotton seed oil product (entire batch hydrogenated to a moderate degree). Third choice in each series, a certain kettle-rendered lard containing mixed hog fats. Fourth choice in each series, a certain steam lard (containing mixed hog fats). Fifth choice in each series, a second hydrogenated cotton-seed oil product. Sixth choice in each series, a certain leaf lard (100 per cent).

In no case was a pastry from the 31-gram series judged to be equal in texture and richness to any sample from the 42 gram series. It is

evident therefore, that the statement cannot justly be made of any of these fats, that "three parts (of this fat) go as far as four" of other fats.

*Series C.* In this series of experiments, which was performed by an investigator who did not know of the earlier experiments, the manipulation used was somewhat different; and it was modified, to suit the type of fat used, in this respect: those fats which mix less readily with the flour were given an additional number of cutting motions until the dough was judged to be thoroughly mixed. Even these differences were, however, carefully standardized, so that each fat received always the same number of cuttings, i.e., that which had been determined to be most suitable for it.

The formula used in this series was as follows: 82 grams of flour plus 3 grams of flour for board, 36 grams of fat (43 per cent of the weight of the flour), 17 cc. of water (20 per cent of the weight of the flour), 1 gram of salt. This formula, though higher in fat than those used in the preceding series, is still much lower than are most of the household recipes; since the common rule, 1 cup of fat to 3 cups of flour, calls for fat equal to 67 per cent of the weight of the flour.

Series C was repeated many times, using nine different lards (a pure leaf lard among them) and two "vegetable lards" (hydrogenated cottenseed oil). Two of the lards were judged to produce crusts of slightly superior texture; but the difference was so slight as to pass unobserved by all except the most experienced judges. These two lards were both steam lards; one of them was not a prime steam lard, and was suspected of containing a certain quantity of (lard?) stearin. It is barely possible that this may prove to be the cause of its slight superiority; the broad flakes which seemed to be characteristic of the crusts made from these two lards, reminded us of the flakes formed in a puff pastry made from a fat which contained a considerable proportion of beef stearin.

The differences among these different crusts were so slight that none of the judges, not even the most experienced ones, could say from the texture of the crust, when filled with apples and baked as a pie, which one of these fats had been used.

It was found, however, that some of the judges did possess discrimination with regard to the differences in flavor between lard and hardened cotton-seed oil products. One judge specially disliked the taste of lard, and could select crusts made from it, even in the case of refined steam lard, with a tolerable degree of accuracy. Other judges disliked

the cotton-seed oil products, and could usually select the crusts made from them, though not with an accuracy of 100 per cent. It is, however, quite difficult for an untrained judge who does not specially dislike one of these flavors, to discriminate between the crusts made from lard and those made from hardened cotton-seed oil.

In making comparative tests for flavor of cakes and pastries, the greatest pains should always be taken to see that all samples of fat used have a good flavor before being cooked. It is manifestly unfair to compare a steam lard which has become even very slightly rancid, or which is in some degree "off flavor," with a leaf lard which is still perfectly fresh, and vice versa. Our own experience, which is somewhat limited, indicates, however, that the leaf lard usually keeps its flavor longer, under the same storage conditions (open package in household refrigerator) than do most of the other lard samples.

The relative merits of creamy and grainy fat were tested in the following manner: A smooth creamy lard was melted and then cooled very slowly in a warm water bath; meanwhile it was beaten frequently. This treatment caused it to become "grainy," because of the opportunity offered for the formation of large crystals. Conversely, a grainy lard was melted, then cooled very rapidly (in ice water bath); thus a smooth creamy texture was produced. When the creamy and grainy samples of these two lards were compared in pastry making, it was found that they could not be distinguished.

## CONCLUSIONS

1. When using different grades and kinds of lard in comparison with each other and with those lard substitutes which consist of hardened cotton-seed oil, it was found that the richness and texture of the crust depend upon the manipulation used and not upon the kind of fat used.

2. Only a small proportion of the persons who ate the pies were able to detect the characteristic flavors of cotton-seed oil or of lard, in the baked crusts, particularly when baked with filling as pies.

3. Graininess of texture does not, in itself, confer superiority upon a shortening, either as to ease of manipulation in mixing fat and flour, or as to richness of final product. This statement is not to be interpreted as meaning that some grainy shortenings may not have excellent or even superior culinary qualities.

## THANKSGIVING DINNERS[1]

Good New Englanders observe their Thanksgiving Day as religiously as good Old Englanders do Christmas Day, and in very much the same way—by a more or less prodigious dinner, in which roast turkey is the *pièce de résistance.*

Thanksgiving, which is held on the last Thursday in November, was instituted by the Pilgrim Fathers and dates from the early days of the settlement of the American Colonies, and the dinner of Colonial times was a very substantial affair. Here is a special menu which has come down to us:

Punch
Clam Chowder or Indian Pudding. Molasses, Butter
Wild Turkey, Preserved Damsons, Pumpion Sauce
Succotash
Venison Pasty
Sallets. Cheshire Cheese (Narragansett make)
Pumpion Pie
China Oranges. Glazed Almonds
Grace Cups (Sack Posset)

Every buffet of people of fashion contained a punch bowl; every dinner was prefaced by a bowl of punch, which was passed from hand to hand and drunk from, without intervening glasses. Following the grace and punch, came the first course, clam-chowder or Indian-meal pudding; the latter was probably more often served. As late as 1817, at a Sunday dinner given at the house of President John Adams, the pudding of Indian-corn, accompanied by molasses and butter, was served at the beginning of the meal.

In early colonial days the Thanksgiving turkey, it would seem, was easily obtained; all writers of the time agree that "beside waterfoule ther was great store of wild Turkies." These turkeys "sometimes weighed forty pounds apiece and sold for four shillings each." They came in flocks of a hundred, and all considered them far superior to the English domestic turkeys.

For the "pompion-sauce" we subjoin a recipe given in 1671, in "New England Rarities:"

"The Housewife's manner is to slice them when ripe and cut them into Dice, and so fill a pot with them of two or three Gallons and stew them upon a gentle fire the whole day. And as they sink they fill again with fresh Pompions, not putting any liquor to them, and, when it is stirr'd enough, it will look like bak'd Apples, this Dish, putting Butter to it and a little Vinegar with some Spice or Ginger, which makes it tart like an Apple, and so serve it up to be eaten with fish or flesh."

[1] From *The Table*, Vol. 69, No. 1786, p. 216.

The first colonial housewives, newly come from Old England, were adepts in all culinary affairs, and, as soon as they were comfortably settled in their new homes, they revived their knowledge of preserving, conserving, cordials, and the making of pastry, and, we might add, cheese-making, for early in the seventeenth century Cheshire cheese, made from a recipe brought from England, was sent from Narragansett to England and the Barbadoes in large quantities.

The dinner finished, "grace after meat" was reverently said, all standing; then the "grace-cup," the loving-cup of to-day, was passed from guest to guest. After this came the old English games and mirth, as in the old rhyme:

> "And dinner, grace, and grace-cup done,
> Expect a wondrous deal of fun."

The contents of the grace-cup was a highly-spiced drink sometimes made of cider, but more often of ale and sack, thickened with eggs and cream, and seasoned with nutmeg, mace, and sugar. It was boiled on the fire for hours and, according to the writers of that day, made "a very pretty drink for weddings and feasts."

## TURKISH COFFEE

Possibly few of us realize that the famous Turkish coffee, which always comes to mind when one thinks of food in the near east, is very different from that to which we are accustomed. Roasted coffee is ground to a very fine powder. Quaint, but small, brass coffee mills are used.

When coffee is made, water is poured on the coffee grounds and the whole is consumed. Milk and cream seem to belong to the Western world according to Mrs. Rosita Forbes who has recently written about oriental coffee customs in *The London Sketch*. "Can one take sugar with Turkish coffee and what becomes of the grounds when you stir it? The Bedouins add cinnamon and spice, or, in Syria, bitter cardamon seed, to their coffee. Scent of amber or attar of roses may perfume it; orange flowers may soak in it; musk may be poured through straw-stuffed racks of clay burmas into it, but never sugar. In fact, that is about the one thing that is wholly incongruous, for it is ground and mixed with the very coffee itself."

# EDITORIAL

**Catherine Josephine MacKay,** dean of the home economics division of Iowa State College, died August 22 at the home of her brother in Winnipeg, Canada. Dean MacKay had not been well for the past two years and had recently been granted a leave of absence which her friends had hoped would result in her recovery to health. In Miss MacKay's death home economics has lost one of that group of noble women whose high ideals and untiring efforts finally succeeded in putting home economics on a par with other collegiate courses, and securing for it the full recognition of colleges and universities. Furthermore, these leaders were not content to limit their efforts to the students within the colleges, but carried homemaking instruction to women in the remotest parts of the country, through the extension service.

When Dean MacKay went to Iowa State College in 1910, there were 116 students enrolled in home economics, and she was one of a staff of four instructors. Extension work was in its infancy. In the eleven years of her leadership the small department has become a division of the college, enrolling 800 young women in home economics and employing fifty instructors. The extension service numbers seven state specialists and twenty-five county home demonstration agents.

Dean MacKay's work won national recognition. During the years 1916–18 she was president of the American Home Economics Association; she served as a member of the National Food Administration Board under Herbert Hoover, and was Iowa State chairman of the Women's Council for National Defense. At the time of her death she was vice-president of the Iowa Equal Suffrage Association.

Miss MacKay's early work was done in Winnipeg, Canada, where she had charge of home economics in the public schools of that city. Later she directed the home economics classes for the Young Women's Christian Association of Minneapolis. She was a graduate of Drexel Institute and the Boston Cooking School and had done further study at Teachers College, Columbia University. In recognition of her leadership in home economics, the honorary degree of Master of Science was conferred upon her in 1917 by her Alma Mater, Drexel Institute.

Another fitting tribute to her scholarship and splendid contribution to the field of home economics is shown by her election to membership in the honorary societies of Phi Kappa Phi and Omicron Nu.

Those of us whose good fortune it has been to know and work with Dean MacKay, and to feel the charm of her graciousness and the sincerity of her comradeship, are mourning the loss of, not only a leader, but a dear friend. The secret of her success has been summed up by one of her colleagues in the following tribute: "Miss MacKay has all along had vision to see what might be; she has had foresight to plan well for growth; she has had ideals for high standards; she has had skill in presenting her plans; she has had tact in securing sympathy and support for home economics on the campus and throughout Iowa; she has had good judgment in surrounding herself with a capable, devoted instructing staff; she has had ability to maintain the best of spirit in a large organization; she has, withal, patience. If it had not been for this combination of qualities, the story or the past eleven years might have been much different."

The spirit of Dean MacKay is typified by her last message for the Senior Class: "Will you find some way of expressing to the Senior Girls my bitter disappointment in not being there to see them graduate and to bid them God speed? They are all so dear to me. Their future means so much to the future of our state and country; their responsibilities are greater than have ever before fallen to the lot of young people. The world is in a state of chaos; it sorely needs trained men and women of sincerity, of good sound judgment, of vision, and of constructive energy. We need them everywhere, in the home, in the shop, in the factory, in the class room and wherever there are men and women to be led and boys and girls to be trained."

GENEVIEVE FISHER.

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**Correction.** The JOURNAL expresses regret for the following error: Proceedings Number, September 1921, p. 422, Recommendations of the Committee on Extension Needs and Maintenance. Report submitted by Laura Comstock, Chairman. This report was submitted by Grace Frysinger, Chairman.

**Whole Wheat versus White Bread.** The teacher of nutrition is apt to be at a loss to know what she should be teaching in regard to the use of white and whole wheat flours. We are told on the one hand that of our cereal foods only the whole grains contain the mineral constituents and vitamines so essential for our well-being, and on the other hand that the coefficient of digestibility of some of the nutrients of the coarser flours is so low as to make their use scarcely worth while.

According to Holmes[1] the digestive apparatus of the human being makes but little use of the branny coats of wheat. The presence of bran either coarsely or finely ground even hinders the digestion of other food in the mixed diet probably because the stimulated peristalsis hastens the passage of the food through the body. The utilization of the protein of a mixed diet decreased by the presence of rather large amounts of commercial bran from 92 per cent to about 37 per cent. Briggs[2] considers bran as no more nutritious or digestible than pulverized nut shells would be. When entire wheat flour instead of merely the bran is fed, the coefficient of digestibility of its protein can be increased somewhat by grinding the grain more finely.[3]

Analyses (see Sherman, "Chemistry of Food and Nutrition") show that iron particularly is present in much larger quantities in the graham and whole wheat flours than in the patent flours; in plans for a diet high in iron, the darker breads and graham products usually occupy an important place. One naturally wonders whether this iron is actually available when the remainder of the bran is so little affected by digestion. Data on the utilization by man of the iron of cereals seem to be entirely lacking.

The only one of the vitamines which wheat furnishes abundantly is the water-soluble B, and the embryo of the different parts of the kernel is by far the richest in this substance, although the wheat kernels from which the embryo has been carefully removed are still rich in it. Osborne and Mendel[4] "feel justified in the conclusion that except in special cases, little can be regained by including bran and embryo in the flour when this is used under the conditions prevailing in this country. The by-products of milling are better utilized on the farm than on the table. . . . .

[1] A D. Holmes: Experiments on the Digestibility of Wheat Bran in a Diet without Wheat Flour. U. S. Dept. Agr., Bul. 751 (1919).

[2] C. H. Briggs: The Digestibility of the Branny Coats of Wheat. *Science*, 50, 427 (1919).

[3] C. F. Langworthy and H. J. Deuell: Experiments on the Digestibility of Entire Wheat Flour Ground by Various Processes. *Science*, 51, 398 (1920).

[4] T. B. Osborne and L. B. Mendel: The Nutritive Value of the Wheat Kernel and its Milling Products. *Jour. Biol. Chem.*, 37, 557 (1919).

Whenever bread made from highly milled flour forms an unduly large proportion of the diet of children the vitamine deficiencies may lead to malnutrition. In this country there is relatively little occasion to be concerned on this score beacuse the food habits of our people are such as to make cases of this kind comparatively rare." There are others, however, who believe differently. Voegtlin[5] says that "a product containing no bran but containing the germ would not possess these objectionable features (intestinal irritation in susceptible individuals) and would at the same time be more nutritious and would greatly reduce the possibility of vitamine deficiency in the modern mixed diet. Increasing the vitamine supply in the diet should be our aim in order to insure a sufficient margin of safety, and increasing the vitamine content of our daily bread would go a long way toward accomplishing this end." Some of the physicians in charge of baby welfare clinics advise the use of only the whole cereals for gruels and breads for babies and nursing mothers to assure a high vitamine diet.

Our preference for white flour is largely a matter of habit encouraged by the fact that white flours lend themselves better to the making of the well-risen, fine-textured loaf to which we are accustomed. Where a need of increased intestinal peristalsis has made the use of coarser flours a necessity, a similar preference has often developed for the whole wheat or graham breads. Where our choice does not involve any actual dislike of the coarser breads, probably the most important point for consideration is that a diet on the verge of a deficiency of vitamines might find the whole wheat bread its factor of safety.

## OPEN FORUM

**Drawing the Line between Sociology and Economics.** Where does sociology end and economics begin, or vice versa, is a question that has troubled not a few teachers and students, as these two closely related subjects have become more and more developed. According to Professor Franklin H. Giddings in a recent paper,[1] better results would be accomplished if the line of distinction were more sharply drawn. He also gives some pointed suggestions about methods of gathering sociological data.

[5] C. Voegtlin and C. N. Myers: Distribution of the Anti-neuritic Vitamine in the Wheat and Corn Kernels. *Amer. Jour. Physiol.*, 48, 504 (1919).

[1] Further Inquiries of Sociology, delivered at the annual meeting of the American Sociological Society, Washington, D. C., December, 1920.

In the same large sense in which economics is the science of the production and distribution of wealth, for man, sociology is the science of the production and distribution of adequacy, of man and in man. Economics tells us how, as far as it is possible, we can get the things that we desire to have; sociology tells us how, as far as it is possible, we can become what we desire to be. It tells us by what gropings and fumblings, through what relations with one another, and through what experiments in mutual aid mankind has acquired power to survive under varied and changing conditions, power to achieve, and capacity for happiness. Adequacy comprises endurance, health, reproductive vigor, intelligence, self control, ability to make adjustments with others and to get on helpfully with others in co-operation. Society produces these factors of adequacy in the same sense in which the breeder produces desired qualities in animals, namely, by selecting them and providing the conditions under which they can survive. The practical manifestations of adequacy are: individual initiative, individual responsibility, and an individual participation that is efficient and helpful in collective endeavor. . . . .

Studies of actual or possible betterment of the conditions under which and by which people live are economic investigations in substance, if not in form. Studies of actual or possible improvement of the people themselves are sociological investigations. It would conduce to harmonious relations between economists and sociologists if this discrimination were made in teaching and in the organization of university departments. Economists have a right, I think, to object when sociologists try to take from economics and annex to sociology studies of housing, cost of living, family budgets, wages, hours and conditions of labor, insurance, and pensions. With equal right sociologists could object if economists tried to appropriate studies of folkways, social pressure by taboo and bullying, social selection, organization, and morale. The sociologist should know his economics well enough to avoid making a fool of himself when he talks about economic problems. A more technical knowledge of the subject he does not need unless, besides being a sociologist, he is also professionally an economist. As a sociologist he must be technically trained and proficient in the behavioristic psychology and in statistics; and he must keep in touch with the workers in eugenics who inquire how the human race can be improved in heredity, and with the workers in religion, in ethics, and in education, who are the technicians of morale.

How shall the further inquiries of sociology be made? What method or methods can be used and relied on? The method must be inductive and there is only one inductive method that sociology can use. It consists of three steps. First, accurate first-hand observations must be made in great number and carefully checked up. The second-hand observation of the interviewer has been overworked; it can yield us nothing but a journalistic sociology. Second, observations must painstakingly be recorded and intelligently classi-

fied. Third, the data so obtained and prepared must be subjected to statistical analysis for the purpose of discovering ratios, modalities, coefficients of variation, and correlations.

What facts shall be observed? Not static conditions only or chiefly. The survey has its place and its value, but it can never give us the laws of social change. To discover these we must observe and analyze social experiments. Social evolution has proceeded by trial and error. Mankind has made more experiments on and in society than on or in any other medium. They have been imperfect, errant, often erratic, and there is not much ground for hope that in the future they will become scientifically more satisfactory, because the sociologist cannot, like the physicist or the biologist, isolate one factor of a situation after another either by changing it while all other factors are kept unchanged, or by keeping it unchanged while all other factors are changed. Discouraged by this difficulty Mill in his Logic mistakenly tells us that the social sciences cannot successfully employ induction to any great extent, and must rely on the deductive reasoning used by the classical political economy. Mill apparently knew nothing of statistical theory or practice. Happily it is often possible, statistically, to isolate a factor and measure its value even when, from a laboratory viewpoint, experimentation has been inconclusive. Scientifically imperfect social experimentation, bewilderingly varied and quantitatively enormous, is going on at present in every part of the world. It is the duty of the sociologist to observe and analyze it.

## THE QUESTION BOX

*Question*: Is gelatine assimilated by the body cells? Is it in any way harmful?

*Answer*: Gelatine lacks certain essential aminic acids—tryosin, cystin, and tryptophan—to make it a complete protein, and therefore it cannot be used to cover the protein requirements of the body. When it is used in combination with these lacking "building stones" in the proportions in which they occur in "complete proteins", nitrogen equilibrium may be established. In metabolism experiments it has been found that approximately one-third of the protein requirements can be covered by gelatine, hence the statement frequently made that gelatine, is a "protein sparer." We know of nothing that indicates that gelatine is toxic.

# BOOKS AND LITERATURE

*Nutrition and Clinical Dietetics.* By HERBERT CARTER, PAUL HOWE, and HOWARD MASON. Philadelphia: Lea and Febiger. 2d ed. rev., 1921, pp. 703. $7.50.

The first edition of this comprehensive work was a welcome addition to our textbook literature of dietetics, especially on account of its sincere effort to organize scientifically our meagre knowledge of the principles involved in feeding the sick, and to correlate with these the best practices. The second edition has been entirely reset, with amplifications or minor changes at many points and more extensive revision of the chapters on Digestion, Energy Requirement, and Vitamines. One entirely new chapter has been added dealing with three different topics, Food Requirements in Pregnancy and Lactation, Food Requirements and Feeding of Children, and Fasting.

In the chapter on digestion the discussions of appetite and hunger have been extended and marked off by special headings, and a section on Sensibility of the Alimentary Tract has been added. Under Gastric Digestion attention is called to Carlson's recent work on the control of the pylorus, but no mention is made of Alvarez's work on the control of motor processes in the alimentary tract, and no attempt has been made to correlate Carlson's findings (p. 28) with Cannon's observations on the rate of passage of various food from the stomach (p. 54), nor is the point brought out that in man food begins to leave the stomach in a few minutes after a meal.

The most important addition to the chapter on Energy Requirement is the presentation of the Harris-Benedict formula for the estimation of basal metabolism.

The chapter on Protein Requirement still cites Thomas's data on the biological efficiency of proteins, though Sherman has shown that the values for wheat and corn are incorrect. No mention is made of Sherman's critical analysis of the data on protein requirement of maintenance in man, though he has shown that the probable error in a standard requirement of 44.4 grams of protein per man per day is only ±0.6 gram.

A similar criticism applies to the discussion of phosphorus requirement. The authors say "the phosphorus requirement of man has not been determined with any certainty" but Sherman has shown that a standard of 0.88 gram of phosphorus per day has a probable error of only ±0.01 gram.

The chapter on vitamines is brief and the omission of a table showing the distribution of the vitamines is rather surprising in view of the elaborate tables in other sections of the book. It is startling at the present time to read, "Two types of unidentified substances or vitamines have been detected and a third appears probable," at the top of page 103, especially as at the bottom of the same page the statement is made that "the third vitamine has recently been established as an entity." Discussions of scurvy, pellagra, and rickets are partly here and partly in other parts of the book, and it is unfortunate that no cross references are supplied. It is certainly an oversight that in the dietetic treatment of rickets cod liver oil is not mentioned.

In the discussion of energy requirement in pregnancy it is stated that the energy metabolism of the mother in the later stages of gestation is increased approximately 4 per cent, though Murlin's work is cited showing that the metabolism of mother and child immediately after birth is equal to that of mother and fetus just before parturition, amounting to from 10 to 20 per cent, and Magnus Levy has reported a rise of as much as 25 per cent in the oxygen consumption in the ninth month.

There seems to have been little revision of the section on Foods, though so much work has been done on the vitamine content since the first edition was published.

It is regrettable, indeed, that a work on the whole so excellent should not have had more careful editing and proof-reading. There are many errors in grammar (particularly singular subjects with plural verbs) and loose and misleading statements, for instance, that emulsified fat is "too stimulating" (p. 341) and that fat as a result of its oxidation plays a special rôle in the regulation of body temperature (p. 20). One can scarcely take seriously the statement that "animal fats *being more nearly homologous* are probably better than vegetable oils, and the fat from cod liver oil stands at the head of the list; for certainly this fat furnishes something which is in addition to its *hydrocarbon* content" (p. 332; italics are the reviewer's). One is left with the impression that the revision of this valuable work was entirely too hasty, and the reviewer feels a keen disappointment that a book so much needed by students, nurses, physicians, and others should not have more fully justified the cost of a second edition.

MARY SWARTZ ROSE.

*Household Chemistry For the use of students in household arts.* By HERMANN T. VULTÉ. Easton, Pa.: The Chemical Publishing Co., 2d ed., 1920, pp. 243. $2.25.

The new edition of *Household Chemistry* is a reprint rather than a revision of the preceding edition, published in 1915. The preface states that the book "is presented for the general study of chemical operations in the household," being designed for the needs of students in household arts of both secondary school and college grade. To adapt the book to either type of student the instructor makes such selection of material as best fits the needs of the class.

As the title implies the subject matter deals with the chemistry underlying those household processes which are familiar to the student in her daily routine. It begins with a suggested outline for a course in organic chemistry which could very well parallel or be merged with the course in household chemistry. Following this is a chapter on the atmosphere and its composition, relating it particularly to the respiratory needs of the body and to a few facts and principles, a knowledge of which makes for a more intelligent ventilation of the home. The chapter on water discusses briefly those physical and chemical properties which have a bearing upon its use, as in the moderation of heat and cold, in refrigeration and heating systems, for cleansing and for drinking purposes. Two chapters are devoted to the discussion of the more common metals, glass, pottery and porcelain, their behavior with common reagents being stressed in order to make the application to the proper use and cleansing of household utensils. Natural and artificial fuels are taken up from the standpoint of composition, efficiency, and conditions making for greater safety and efficiency. Chapters on carbohydrates, fats, proteins, fruits and fruit juices, and tea, coffee, and cocoa are written around the chemistry which underlies the changes taking place during their preparation and use. The chemical principles upon which the leavening of flour mixtures is dependent is given in a chapter entitled, Baking Powders—Preservation and food preservatives; disinfectants and disinfection are covered by two chapters dealing with microörganisms, the changes they produce and the condition by which their action can be controlled. The chemistry of cleaning includes a discussion of soaps, scouring powders, metal polishes, bleaches and stain removers, grease solvents, and bluings. A brief contact is made with volumetric and gravimetric analysis, the methods being directly applied to the analyses of vinegars, baking soda, cream of tartar, household ammonia, soaps, cereals, and the estimation of reducing sugars.

The book as a whole contains much that is suggestive, particularly in the direct applications which are made to household and to body processes, and also in the experiments which are included to accompany and to provide the back ground for the text. To increase the bibliography and to summarize at the end of each chapter by a

series of questions, which would tie together the familiar occurrence and the chemical explanation, would strengthen the book, particularly for the college student for whom it is intended.

ELEANOR H. BARTLETT,
*Pratt Institute.*

*Vocational Homemaking Education—Illustrated Projects.* Edited by DAVID SNEDDEN. New York: Teachers College, Columbia University, 1921, pp. 149. $1.00.

This pamphlet is the outcome of the work of a class of sixteen home economics students directed by Dr. David Snedden during the summer session of Columbia University for 1919. In a valuable introductory chapter, Dr. Snedden states that the materials offered constitute in effect merely a report of progress, for the entire subject of the project method in homemaking education is still tentative and experimental. Dr. Snedden goes on to point out the failure of mere technical instruction to function as vocational competency, and so the need of more practical objectives and more practical methods.

The objectives must be derived from direct studies of homemaking as now practiced by homemakers; from careful consideration of the extent to which practical training in the home itself can be depended upon to give basis for, or to supplement school training; and from a thoroughgoing study of the probable motive power for vocational education to be found in girls and women of different ages.

Dr. Snedden thinks that the summer projects represent only a passing phase at best, desirable and necessary perhaps for whole-hearted participation in vocational projects where only part of the student's time can be given to the vocational program; but he predicts that, under any fulltime vocational program, the requirements of the summer months should certainly not differ from those of any other months.

Following the introductory discussion of the project method is a provisional list of home projects listed under the headings Foods, Clothing, House Care, Laundry, Child Care, Accounting, Sick Nursing, Housing and Furnishing, Youth and Adult Sociability, and Garden and Yard. Type projects from these groups, worked out in detail by members of the class, compose the major part of the pamphlet. These follow the general plan of suggestions to the teacher, and directions for the pupils. The latter include guiding questions and references for pupils' use in study. The controlling purpose in the preparation of these analyses is to make the student as completely independent of personal consultation with the teacher or others as is practicable.

It is a real contribution to the meager literature on the subject, even though, as Dr. Snedden says, it will be freely conceded by all who had a part in its making that they have proceeded only a few steps into this unexplored continent of possibilities.

*Margarin.* By W. CLAYTON. New York: Longmans, Green & Co., 1920, pp. 187.

This volume, which is one of the series of Monographs on Industrial Chemistry edited by E. Thorpe, includes a brief historical account of the development of the margarin industry; a description of the modern processes of the manufacture of margarins; a discussion of the chemistry of the constituents, and methods of their analysis and that of the finished products; chapters on butter, renovated butter, and compound lard; and a final chapter on nutritional chemistry, in which is discussed the question of the nutritive value of margarins from the standpoint of their digestibility and their content of fat-soluble vitamine.

A brief discussion of the denaturing of margarin and an extensive bibliography are appended.

*Nutrition Bibliography.* Prepared by the Bibliography Committee, New York Nutrition Council, May, 1921. Distributed by The Health Service, New York County Chapter, A. R. C., New York City.

This bibliography is the result of much effort by the committee in the critical collection of material and its presentation in a form which it is hoped will prove serviceable

to the physician, the organizer and supervisor of nutrition work, the field worker, the teacher, and the nutrition student.

The references are presented under five headings. The first division presents technical material dealing with standards of nutrition, growth, and development. The second provides sources of information with reference to methods of determining malnutrition and various studies showing the social and economic causes for its development. The third contains references to reports of nutrition work organized under different auspices in different communities. The fourth provides information about reliable reference material on health essentials, especially in relationship to points to be emphasized in educational work. The last section lists stories, charts, and other popular teaching material for use with children.

Suggestions for further study are contained in bibliographies mentioned in various annotations and in a special bibliography list. On the last page of the pamphlet are printed the names and addresses of organizations issuing pamphlet material listed in the bibliography, and also the addresses of publishers of books and magazines expecially mentioned.

The committee that prepared this bibliography is composed of the following members: Clyde B. Schuman, Atlantic Division, American Red Cross, Chairman; John C. Gebhart, A. I. C. P.; Jean Lee Hunt. Bureau of Educational Experiments; Matilda J. McKeown, New York City Public Schools; Marie L. Rose, Child Health Organization; and Emma A. Winslow, Charity Organization Society, and Secretary of the New York Nutrition Council.

*Catalog of Literature for Advisers of Young Women and Girls*, Compiled by ANNA ELOISE PIERCE, Dean of Women, N. Y. State College for Teachers, Albany. New York: The H. W. Wilson Company, 1921, pp. 85. $1.00.

This catalog is an annotated list of books and periodicals for the use of deans and other advisors of women and girls.

The author hopes that the book will accomplish results in furnishing references for busy people, in helping to build up personal and school libraries, and in stimulating effective means of relieving the dearth of literature in various phases of an advisor's work.

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The Causes of Loss in Bottles During Pasteurization and Sterilization [of Soft Drinks and Fruit Juices]. A. W. Bitting, *Glass Industry* 2 (1921), No. 7, p. 71. From "Bottles," May, 1921.

Venetian Glass Beads. *Glass Industry*, 2 (1921), No. 6, p. 137. In this article, taken from Schnurpfeils Review, information is given regarding the manufacture of venetian beads of different sorts and their use, as well as some commercial data.

Glass Resistant to Sudden Changes of Temperature. A. Blum, *Glass Industry*, 2 (1921), No. 2, p. 34. A brief account, including formulas, is given of the new type of glass used in casseroles and baking dishes. "Apparently, the impetus to the large development of glass of this character for culinary vessels was produced by the discovery that lithia when added to the borosilicate glass enabled it to be worked more economically and without lowering its efficiency to resist sudden changes in temperature, and it is interesting to note that this development was entirely American."

Evolution of the Mold Industry [in the manufacture of glass articles]. G. B. Arduser, *Glass Industry*, 2 (1921), No. 2. The development of the use of molds in making bottles, electric light shades, glass dishes, blanks for cut glassware, and other articles, including those used in the home, is discussed.

Devitrification and Revitrification of Glass. J. B. Krak, *Glass Industry*, 2 (1921), No. 2, Devitrification and revitrification appear to be reversible. Research may show some remarkable results, the application of which may greatly improve present methods of manufacturing.

# NEWS FROM THE FIELD

## NEWS FROM MRS. NORTON

*Editors Note: A large number of home economics women, deeply interested in Mrs. Norton and her work, have eagerly awaited word from her. The following extracts from her letters to personal friends give us our first glimpse into the new and fascinating field in which she represents home economics.*

The passage has been a very comfortable one, a little rough, but not enough for me to mind. Most of the weather has been cloudy but there has been only one really cold day, and two days were quite warm. One day we were in sunshine and snow flurries alternately, but it was warm in spite of the snow. The first three days I did not do much but sleep, a good deal of the time in my steamer chair. Most of the time I have breakfasted in bed, and then read awhile before getting up. The food is very good—real French cooking. Breakfast is the least satisfactory, and there is no danger of my drinking too much coffee! . . .

We reached Paris at about one o'clock and after getting my room at the hotel I went to the American Express Company to see about my reservation to Constantinople. The train goes three times a week, Tuesdays, Thursdays, and Saturdays. Apparently everything is very comfortable on it. It carries a dining car. The route is through Milan, Venice, Trieste, Belgrade, Adrianople. . . . .

We reached Constantinople a little after eleven. An hour before we reached there the customs officers came through the train and inspected our hand baggage. They appropriated my typewriter and lunch box and said that I could get them "next day." At the station a nice looking man was waiting for me. He had a car for me, and a driver, who was evidently Turkish, insisted that all my baggage be got through customs that night. He could speak English very well and also knew all the ropes. He said, "if your things go to the big custom house it will take all day to get them out, and perhaps you will never get them. This is not Europe." So we spent an hour getting them, but it paid, and I actually arrived with all my baggage. . . . .

This afternoon I had a walk on the hills behind the college where there is a glorious view down the Bosphorus, and where we could see Constantinople, both Pera and Stamboul, and the Sea of Marmora. We could see to the city on the other side of the Bosphorus, Scutari, and the settlement south of it, and behind them the mountains. I cannot get over the thrill it gives me when I realize that I am really looking into Asia. . . . .

In my last letter I only got as far as my arrival at the college. Now I must tell you a little about it. You have all seen the picture of the main building, but the picture does not do it justice, for it does not show the setting. It stands on a high hill not quite at the top, so that the hill rises a little behind it. There are many trees about it, chiefly at the side and in front of it. Indeed the top of the steps is about the height of many of the tree tops. Looking down from the steps one sees terraces and beyond them hills, then the Bosphorus, and beyond still the Asiatic shore, then high hills that now are covered with snow. The water is a wonderful blue most of the time, and there are boats going up and down constantly. Many of the trees are evergreen. There are beautiful magnolias and others that I do not know. In the garden into which my windows look, there are almond trees that were beginning to blossom last week, and there is English ivy everywhere, growing along the ground and circling the tree trunks. There are a great many buttonwood trees, but most beautiful of all are the cedars of Lebanon, a wonderful spruce tree, and the umbrella shaped pines.

From the college to the entrance of the college grounds is about a ten minute walk down a steep hill, and at the foot of the hill is the preparatory school, an old Turkish palace. I think that the college grounds were all part of the palace gardens. The college grounds are walled in with very high walls, and the gates, both at the foot of the hill and on the hill back of the college, are great wooden doors. There are guards about all the time. There is one for this building that I meet when I come back in the evening. Most of the maids and waiters and guards speak very little English, but they all seem to know French. It seems so necessary to have a little French that I have begun French lessons.

The house that I am in is called Barton Hall. The faculty are nearly all Americans though there are a few English and a few natives. . . . .

Breakfast here is at 7:30 except Sunday and Monday, when it is at 8. Monday is the weekly holiday instead of Saturday. Luncheon is at 12, tea at 4, and dinner at 7:30. After dinner we go into the drawing room for Turkish coffee and usually chat for a while, so that there is not very much evening left. It is always half past eight when I come back to my room and often nine or later. On the other hand there is a good long afternoon for out of doors or social engagements. It is very difficult to go anywhere in the evening, for we are a long way from town and the tramcars stop running very early, so one must take an auto. Tea is very informal except on special occasions. Every one drops in in work clothes and eats bread and butter, jam, and tea. On the 15th of March daylight saving begins here, and then from tea till almost dinner time it will be light and one can be out of doors. My second day here was beautiful weather, too, and part of it was spent walking, and most of the rest in unpacking and arranging my things. I had a little conference with Dr. Patrick in the morning, and met one of the Turkish graduates who is in the registrar's office in the college, and who we thought might get me into some Turkish homes. In the afternoon Dr. Patrick called on me in my room and that night she asked to dinner Mr. Johnson, who is at the head of the "survey" that is being made of Constantinople. We thought through this I might get entrance into the homes. With all this effort I went into my first native home only this morning. This was a Greek home, and I am hoping to see some more soon. Mr. Johnson asked me to a luncheon of the survey committee my first Monday, and again this week, and I am to go regularly and keep in touch with what they are doing. I met there Miss Phillips of the Wellesley Unit who are with the Near East Relief.

As I wrote, there is no opening for refugee work, as the different organizations have taken that in hand, and are doing all they can. Not that the refugees are really taken care of. Many of them are without work, many are selling any personal belongings they may have at a fraction of their value, and many are suffering all sorts of hardships. We heard yesterday of one general who had a beautiful home in Russia who is trying to earn a living by carving wooden toys, while he and his family are living in one room. There is a man working on our place here who was one of the very wealthy people, and his step-daughter is our maid in this hall. The college has a number of Russians who are working for room and board and 15 liras a month, and are very thankful to have the work. Mr. Briggle says he could get any number of them to come and he could easily use a hundred, if the college only had the money. Does it not seem too bad when the college needs the work done and the people need the work that someone could not furnish the funds? Several of the refugee girls have been given scholarships in the college.

To go back to my own work. Until I can do more visiting I am seeing as many people as I can, and talking with different members of the faculty about the needs of the girls, and planning my courses. It happens that the curriculum committee is just working on plans for next year, and I am in time to have my work go in. Everyone seems interested and promises cooperation, and my courses will be fitted in, in a way that they could not possibly have been if I had come much later. Then I am helping get out some leaflets about the different departments.

This week I have been in two Greek homes, one with Miss Thomson of the Near East Relief, at Arnaouthkuey, our village. This was a call on a well-to-do woman who is giving volunteer help for the N. E. R. and was to take us to see the children in the schools. We saw the school house but not the children, for it was a half holiday, but the Greek lady, Mrs. Crestovich, has promised to go with me some other time. She speaks English very well, and talked politics to me. The school was very forlorn, for the school building has burned down, and they were using rooms in a theatre. There seemed no prospect of a new building, for there is no money. Constantinople seems full of ruins. There are a great many fires here and nothing seems to be rebuilt. All the schools seem to be suffering. The Turkish teachers have struck because they have not been paid for four months. Indeed it is a pathetic country now, with no money, no work, and no outlook for immediate improvement. Miss Dodd, who has been here for 37 years, has told me of the wealthy Turkish families whom she used to visit, whose houses have been taken by the English, and who have lost all their money, and now are living in cramped quarters on a pittance.

The other Greek home that I visited was that of Miss Johanides, a graduate of this college, who has been getting her Ph.D. at the University of Geneva. She is a very charming young woman who is working on the "survey," and asked several of the "survey" people to tea at her house. The houses all seem to me a sort of modification of the old Greek and Roman house.

Saturday morning I visited a childrens' clinic held by Dr. Gregg of the Wellesley Unit of the N. E. R. She has 6 of those clinics in different parts of the city. The room was crowded with children and mothers, and one wondered how the doctor with the little help she had could accomplish so much. She was doing a remarkable work. Some of the children were from refugee camps, and some of them were very attractive looking. They were examined, given prescriptions that some nurses filled, and given milk when needed. The mothers who came with the children were chiefly war widows, some of them wanting work and not able to get it. . . . .

Last week, Monday, I went to Stamboul to Cedik Pasha, the school of the American Board. After I had seen the school Miss Jones took me to call on some of their neighbors, who were willing to show me their kitchens and how they cooked. Two of the homes were of very well-to-do people, but the ladies were very kind and answered my many questions, one of them showing me just how she built a fire in her ochak in the most economical way. She could speak very good English, so I learned a good deal from her. The other place we went was the home of a working man who had been janitor of the school. Here a family of three were living in one room, but it was of fair size and light. There was a big pile of bedding at one side, neatly covered, and holding the mattress that made the husband's bed and the covers. The bed was made up on the floor. There was a mongol, the movable charcoal brazier that served both for cooking and heating the room. There was a dish of beans cooking with the cover turned upside down and filled with water, so that when the beans needed more water it was already hot. The woman insisted on making coffee for us. She removed the pot of beans and put on her longhandled coffee pot just large enough to make one cup, adding water then sugar, and when it boiled, the finely ground coffee. The first cup was passed to me and then the process had to be repeated to make one for Miss Jones.

The ochak is built in, with a cupboard under it for keeping the fuel. Those I saw had three places for cooking, each somewhat like this. There was no oven, as bread is bought, and anything mixed in the house is taken to the public oven to be baked. The ochak has a hood over it to carry off the fumes, but the mongol sends all its products of combustion into the room. Charcoal is the fuel for both. Many people have a little oil stove called the primus that I have seen used at home in laboratories where there was no gas. Well-to-do people are using also the blueflame oil stove that the Standard Oil Company has introduced here.

One book I was reading said that as a matter of habit we speak of four seasons here, but there are really only two, the north wind and the south wind. That seems to be pretty

nearly true. The cold winds sweep down the Bosphorus from the Black Sea, and the warm ones sweep up from the Marmora. On this hill we get the full sweep of the north winds. I can understand why Miss Jones at Cedik Pasha said it was warm here, for that school is on a slope toward the Marmora, protected from the north winds and getting the warm south winds. The teachers here say that they dress more warmly than at home, though it never gets so cold as it does there, for there are flowers blooming all the year round and the English ivy and other vines are not winter killed. . . . .

On the 27th of this month begins the spring vacation of ten days. This is at the time of the Greek Easter. There seems to be a good deal of vacation here, for every month there is a "monthly holiday" that means a free Saturday as well as the usual Monday. Many of the girls go home at the time, and the teachers often plan outings. This spring vacation some of the teachers are going to Brusa, and I may join them, for it will give me a little glimpse of Asia, and, perhaps through Miss Parsons at the school there, or through the Red Cross, I may be able to get into some of the homes.

**The Third International Congress of Home Economics Instruction,** postponed from July, 1921, has been called at Paris, April 18 to 21, 1922. The arrangements for the Congress are in the hands of the French National Committee of which the chairman is Monsieur Champetier de Ribes, 23, rue Bertrand, Paris. The honorary committee is headed by Madame Millerand, the Minister of Agriculture, and the Minister of Public Instruction.

The program, which will be the same as that planned for 1921 and printed in the Journal for March, 1921, will include the following topics:

The situation of home economics throughout the world, before, during, and after the war; the position of home economics in the schools and colleges; the relation of home economics instruction to education in the home and to professional education; normal and rural school problems; inspection of home economics instruction; home economics in relation to social problems, such as housing, food, child hygiene, coöperative organizations of consumers, high prices, and food adulteration; and professional training of servants in the home.

The conditions of membership and participation in the Congress will be the same as those described in the March Journal.

Although the Easter date is less convenient for Americans than a midsummer one, it is hoped that there will be a representative attendance from this country, and that a good exhibit of American methods, institutions, and accomplishments may be sent to Paris. The next issue of the Journal will contain further information on these points.

**Nutrition And Health Classes For Children.** Believing that a reasonable approach to the nutrition problem is along educational lines, and one that makes use of the individuals and the agencies already existing in and about the public schools, the University of Iowa has been actively interested in a school program. This work has been planned with the thought that the home economics teacher, the school nurse, the school dentist and physician will cooperate closely in a common program. Classes of children have been organized under the general direction of the Home Economics Department of the University. Closely cooperating in the entire program are the Child Welfare Research Station, the Colleges of Medicine, Dentistry, and Education, the University Observation School, the departments of Public Health, Public Health Nursing, and Home Economics.

During the summer session of 1921 a special offering was made to home economics teachers, school nurses, and other persons interested in the organization and conduct of nutrition and health classes for children. A special course entitled "Nutrition and Health Classes for Children" met daily for two hours. During this period special lectures and demonstrations were given by individuals from the cooperating colleges

and departments. Valuable contributions have also been made by the departments of Physical Education and Sociology.

During the summer, a special worker from the Nutrition Service of the American Red Cross conducted the classes of children who were under observation, and also took part in the general class program. Among the subjects for consideration in the daily class meeting were food and nutrition of the child, scientific measurements of the normal child, sources and significance of the growth norms, charts and growth records, factors concerned in the development and preservation of good teeth, the physical examination, general health habits, physical education, social aspects of the nutrition problem, the organization and conduct of the class, and other pertinent matters.

The following supplementary activities were provided for the students who took the course:

1. The observation and study of two nutrition and health classes which were conducted in the Observation School of the University. (a) The first grade, with 26 children, met twice a week for periods of 20 minutes each. (b) The 4th, 5th, and 6th grade (as one class) with 35 children, met twice a week for periods of 30 minutes each.

2. A weekly round table for the discussion of topics of special interest.

3. Weekly conferences in groups of 3 or 4, for the more intimate discussion of more or less individual problems. During these conferences lesson plans and courses of study were worked out to meet given conditions.

4. Attendance at the weekly conference hour which was held for mothers. The students observed and also assisted by discussing the children's charts with the mothers. Each student was responsible for the charts of a given number of children.

5. Opportunity for home visiting, in the homes of the children for whose charts they were responsible.

6. Scheduled observations, in groups of 2 or 3, of the dental and physical examination of children in the nutrition and health classes.

7. Scheduled individual instruction, and practice in weighing children in the classes and in the making of measurements.

8. Individual responsibility for weekly weighings of certain children, for making their charts, and keeping their records.

9. Opportunity to do intensive work with children in the classes who varied pronouncedly from normal.

When time and circumstances make it possible, students should be given experience in activities, such as: (a) Actual conduct of nutrition and health classes. (b) Speaking to pupils, at assembly periods, on the subject of nutrition and other health habits. (c) Speaking at mothers' meetings, women's meetings, teachers' meetings, on the subject of nutrition and other health habits.

This summer the underweight children were not separated and put into a special class. The whole group received instruction during the regular class period. The children who varied too much from the height-weight norm received special help through outside conferences and home visits.

RUTH WARDALL.

**An Experiment In Saving Steps.** The Home Management Class at Alabama Technical Institute and College this year agreed that saving time and energy in household operations should be one of its chief aims.

Nabors Hall, the practice house where the laboratory work of the course is done, is an old southern residence with the usual large rooms and few conveniences. The girls live in the house, in groups of four for twelve weeks, each taking her turn as hostess (manager), maid, cook, and host.

The class of the summer of 1920 planned a number of improvements, which were installed by the college carpenter: one small window on the north side of the dining room was replaced by three large ones, a convenient cupboard was built in, between the dining room and kitchen, which opened on both sides; a door was put above the refrigerator, so that ice and milk could be put in from the back porch by the delivery

men; a small table was placed in the pantry with flour and meal cans on a low bench beside it; to the left were put shelves for food supplies and such utensils as would be needed there. The refrigerator was across in the other corner. This made a very convenient arrangement where most of the actual preparation of food for cooking could be done.

The girls timed themselves in the various household operations and got some interesting comparisons. Some showed considerable improvement, but they still found themselves taking needless steps because they "did not think."

We bought a pedometer which each girl wore when she was cook. They were very much surprised to find that many times a girl would walk two miles and a half, or take approximately eight thousand steps in preparing three meals a day for five people. The maid did the dish-washing, so this was not included. Our meals were simple, usually consisting of fruit, toast, and a beverage for breakfast; a salad and sandwiches, or something similar for lunch; and a meat, two vegetables, a dessert, and hot bread for dinner.

The girls soon learned to save themselves. The average became one-fourth of a mile for preparation of breakfast and starting lunch, one-fourth mile for lunch, and one-half to three-fourths of a mile for dinner, or about three thousand steps instead of eight thousand in one day. They found that the pedometer had made them think and thus save useless movements even when they were not wearing it.

GAIL BURFIELD,
*Supervisor of Practice House.*

**Red Cross Cafeteria.** Through its low priced, but well balanced, menu, the cafeteria at the National Headquarters of the American Red Cross in Washington has achieved a national reputation. It was started only three years ago, with a patronage of 500, but today its average of 1400 luncheon guests includes eminent politicians, Army and Navy men, and tourists from all parts of the world. The cafeteria has become one of the show places of Washington.

Ruth Cleves, the manager of the restaurant, is a 1916 graduate of Cornell University, having specialized in home economics. For a year after graduation she managed the university dining room at Ithaca.

An idea of prices may be obtained from the following schedule. Soups, five cents; salads, including mayonnaise dressing, 15 cents; vegetables, from 6 to 8 cents; meats, 25 cents; desserts, 8 cents. Desserts include melons, puddings, and pies. Half pint bottles of milk, for five cents, are especially popular.

The cafeteria, during the three years of its existence, has not only paid for itself twice over, but is doing the work of a $200,000 endowment fund for the Red Cross. Its profits amount to more than $12,000 a year. This money goes back into the work of the Red Cross. It helps support the program which the membership dollars, collected during the Fifth Roll Call of the American Red Cross, November 11–24, will support. This program calls for service to disabled soldiers, aid for European war orphans, disaster relief, and promotion of public health.

**Child Health Demonstration.** Mansfield and Richland County, Ohio, have been selected by the National Child Health Council as the scene for unique demonstration of what American communities can do for the most healthful development of their children. The selection of Mansfield was announced after a strong competition among eighty communities which for several months past have striven to obtain this distinction and advantage. It was felt that conditions in Mansfield and Richland County most nearly complied with the qualifications laid down by the Council for the purpose of securing a typical American community.

This demonstration will cover a period of five years and will deal with children of all ages. It will be directed by Dr. Walter H. Brown, formerly health officer of Bridgeport, Connecticut, who will relinquish his present work with the Commission for the Prevention of Tuberculosis in France.

**New York State Home Economics Association.** The program of the meeting to be held in Buffalo, November 21 and 22, is as follows: Household Arts and the Elementary Schools, Grace Schermerhorn, Director of Cooking, New York City Schools; Discussion, led by Treva Kaufman, Supervisor Home Economics, New York State; Economics of the Household, Martha Van Rensellaer, Cornell University; Discussion, led by Emma Gunther, Teachers College; Field News from the Other Side, Edna White, Director Merrill-Palmer School, Detroit, Michigan; Business Meeting, led by Mary Sweeny, or another officer of the American Home Economics Association.

**Cooperative Research on Mayonnaise** is being conducted in various Home Economics departments under the direction of Dr. Kenneth L. Mark of Simmons College, with a view to solving some of the vexing problems connected with the making of mayonnaise. This is the first piece of extensively organized coöperative research to be undertaken, and it is hoped that it will help to expedite the obtaining of definite, checked results. Different phases of the problem are being studied by different colleges; thus duplication of effort is avoided. Some of the questions to be answered are: Why does mayonnaise curdle? What is the effect of varying temperatures of ingredients? Just what does happen in mayonnaise making?

Dr. Mark has conducted extensive work on these and other phases of the problem, but there are still many opportunities for investigation. Dr. Mark will be glad to receive any offers of coöperation from colleges which have not already joined in this undertaking.

**Project in Demonstration Cookery.** During the summer session at Teachers College, an opportunity for field work was given to the students in the class for practice in demonstration cookery. One afternoon each week was spent in a New York City public school, where the students demonstrated in turn to the mothers who brought their children to the playground. While the babies slept out of doors in the swings, the mothers had a chance to rest and to discuss food in relation to the health of their children.

**The Eastern States Exhibition** was held in Springfield, this year, the week of September 18th. In connection with this fair the boys and girls work was represented by the Camp Vail activities. This camp is the outgrowth of the projects carried on by the boys and girls, and its activities will bring together some of the newest ideas in demonstration methods. Bess Rowe, woman's editor of the *Farmer's Wife*, and Mary Barber of the Foods and Cookery Department of Teachers College will serve on the advisory board.

## EXTENSION WORK

**New State Leaders in Extension Work,** appointed since June 30: Miriam Haynes, State Leader of Colorado, has returned to her work in the state after taking a year's leave of absence; Lucile Reynolds, formerly of the extension staff of Montana, after a year's study at the University of Minnesota, has been appointed State Leader of Home Demonstration Work of Massachusetts, in the place of Marie Sayles, now State Leader of Ohio; Susan Wilder, formerly of Minnesota, for the past three years home demonstration agent of Hancock County, Illinois, has been made State Leader of South Dakota.

**New Specialists in Extension Work,** appointed since June 30: Clothing—Edith Mason, Connecticut, Marjie Haugh, Illinois, Azalea Linfield, South Dakota, Elsie Stark, Minnesota, Ruth Freegard, Missouri, Rachel Harris, Assistant Clothing Specialist, Nebraska; foods and nutrition—Bertha Scholes and Rosemary Laughlin, Illinois, Flora Thurston, New York, Margaret Cassel, Missouri; household management—Ida Fra Clark, Missouri.

**Conference of Specialists in Health and Nutrition.** Specialists in health and nutrition, employed in the thirty-three Northern and Western States extension divisions, have been called together for three regional conferences: Eastern states specialists at the New York State College of Agriculture for the week beginning October 17. Specialists of the Middle West at the Minnesota Agricultural College, St. Paul, for the week beginning October 31. Specialists of the Western states will meet at the time of the annual regional extension conference at Portland, Oregon, February 28 to March 4.

**Summer Meetings of Home Demonstration Agents and Farm People** were held in several states during July and August. *In Utah*, 949 farm people camped on the campus of the Utah Agricultural College, August 2 to 5, for the purpose of considering state problems in agriculture and home economics. Dr. Caroline Hedger led the work in the study of child care and feeding, and gave especial training to project leaders and extension workers. This is the second year that Dr. Hedger has attended the Utah annual meeting. After the encampment Dr. Hedger made a trip through the state on which she gave instructions to more than 9,000 people. Child care and feeding is the part of the home economics extension program which is receiving greatest emphasis this year. Mrs. E. C. Salisbury of the Women's Section North and West, represented the States Relations Service on the program. Mrs. Rena B. Maycock, State Leader of Extension Work for Women, was in charge of the home economics program.

*In New Hampshire*, farmers and home makers week was held at the State College, Durham, August 16 to 19. The following organizations coöperated in the conference: New Hampshire State Department of Agriculture, New Hampshire Farm Bureau Federation, New Hampshire Federation of Women's Clubs (Home Economics Section), New Hampshire Parent-Teacher Association, New Hampshire State Board of Health, New Hampshire Horticultural Society, New Hampshire Poultry Growers' Association, New Hampshire Beekeepers' Association, New Hampshire Potato Growers' Association, Granite State Dairymen's Association, New Hampshire Veterinarians' Association, Federal Board for Vocational Education, County Farm Bureaus, Subordinate Granges. The sessions planned primarily for the homemakers included health and home economics programs, on which were representatives from the public health and Red Cross Organizations from New Hampshire and New England, members of the faculty of the college, extension workers from other states, Dr. Emerson of Boston, Mrs. Ruby Green Smith, Associate State Leader of New York, and Mrs. Ruth Stevens Reed, Clothing Specialist of Massachusetts. As a result of this conference a committee, of which Miss Williamson, State Leader of Extension, is chairman, was appointed to carry out a state campaign against malnutrition. The campaign is now under way.

*In Montana*, the annual meeting of home demonstration agents was held in the Agricultural College at Bozeman, July 25 to 30. Dr. Caroline Hedger, for the second time, gave the Montana agents a series of lectures on child care and feeding. Mrs. Edith C. Salisbury represented the Women's Section, North and West, of the States Relations Service, and led round table discussions on extension organization problems. Recreation, photography, preparation of illustrative material, fair exhibits, home cheese making, club work, clothing projects, were considered in lecture, demonstration, and laboratory practice.

## NOTES

**Professor Isabel Bevier** has been persuaded to continue as a lecturer at the Southern Branch of the University of California, Los Angeles, during the first semester of this year.

**Emma Francis** of Battle Creek Sanitarium has accepted the position as Assistant Professor of Chemical Agriculture in the Experiment Station at State College, Pa.

**Helen L. Green** is organizing and equipping a Home Economics Department in the Polytechnic Institute, Auburn, Alabama.